MIDDLEBURY COLLEGE

Summer 1957

Your Family and Middlebury

ENT BY THE COLLEGE TO ALL MIDDLEBURY PARENTS

CAMPUS Commentator

By Priscilla A. Noble, '57

FOUR YEARS AGO the class of 1957 arrived at Middlebury. Now we leave, and as we go we naturally look back over our stay here with a mind to evaluation. For four years we have spent not a little of our time and energy griping about the College. At the same time I think most of us feel very strongly about Middlebury, as a high-rating liberal arts college.

This is not to say that Middlebury is perfect, or that criticism and censure should cease. There are always improvements which can be made. The point is that gripes are made, in most cases, with the intention of bringing about change for the better. Students criticize because they feel that their college is worth improving.

Sometimes in our haste to find fault, we underemphasize the aspects of Middlebury of which we are proud. In almost every area of college life there are things which we like and which we take for granted, and graduation might be a good time to take stock of them.

There are, for example, many unnoticed phases which enter into the overall picture of Middlebury which graduates take away with them. One pleasing aspect is the setting of the campus. Middlebury is formed partially by the presence of mountains, snow, and the absence of urbanization. A specific pleasure is derived from the consistency of the architecture. A great many colleges are in themselves a short history of American building, but Middlebury in general has avoided that pitfall and the resulting uniformity is refreshing.

The tradition which has built up around various college activities is also enjoyed by students. The women show more evidence of this aspect in such activities as step singing and the cane ceremony, but the men are not entirely left out of this realm. Blue Key, Waubanakee, and freshman orientation are, after all, traditional, as well as intercollegiate and intramural athletic competition, and fraternity participation. The women of the Class of 1957 have expressed their special interest in musical tradition through their recording of the college songs on an LP record.

The basic meaning of college, however, lies in the people. To begin with, Middlebury has a good faculty which is interested in keeping the College high in academic rating. Although we have moaned over hard courses and failing grades, we respect those teachers who made us work hard. Professors at Middlebury, in addition to teaching courses and keeping up to date on their own fields, must work on numerous committees and fulfill other extra-curricular obligations, even chaperoning. It is difficult for undergraduates to evaluate their professors in comparison to those at other schools, but most of us feel that Middlebury's professors compare favorably with those of other colleges of our size.

In general, students are also happy about the Administration. This aspect of the College takes a rather continuous beating from the students, but we realize at the same time that President Stratton, for instance, has done an excellent job in developing the teaching resources and physical facilities of the College. Special laurels from the women to the Dean of Women. "Ma Kelly" absorbs complaints and problems from an enormous number of people and she has won the respect and admiration of both campuses.

Most of all, however, students like the student body. We are glad to be able to identify ourselves with the other people who make up Middlebury's learning group. The student body is the fluctuating part of the College, and it is typified by varying qualities in different college generations, but today's students are Middlebury today. Students from earlier years have graduated to respectable positions in American life and we accept from them the challenge to improve on their record. For right now, however, we like what we have done as students, and admire the accomplishments of our fellows.

Examples of student activities which inspire particular admiration are Carnival, Midd-Time Varieties, The Middlebury Conference, the Religion Conference, Women's Forum, and the productions of Wig & Pen and Players.

Middlebury's Winter Carnival is an appallingly large undertaking, requiring the coordinated efforts of a good percentage of the student body. The Mountain Club, which carried a full schedule of activities the rest of the year as well, has full charge of Carnival and deserves credit for this event which is the largest such weekend in the East, operated solely by students.

Beginning our freshman year, Midd-Time Varieties has put on four full length musical productions at each Junior Weekend. Here again the aid of many individuals was required, and the results have indicated that those working on the shows are capable of professional attainment. Music, lyrics, books, sets, as well as acting and directing are in the hands of members of the Middlebury student body.

The Annual Middlebury Cultural Conference has become an important feature during each undergraduate year. Outstanding speakers, provocative discussions and enthusiastic student participation have made the three day conference a most worthwhile addition to academic life at Middlebury. This past year's conference dealing with **The Role of the Intellectual in America** was particularly successful.

Similarly, the Middlebury Religion Conference, which first became reality four years ago, has become a traditional part of the College Year. Basic to the existence of the event is the use of the word "Religion" in place of "Religious" in describing it. No one suggests that there is or should be anything holy about the Religion Conference. The purpose of the parley is to discuss an important part of human experience in an intellectual fashion, not to proclaim the goodness or badness of any custom, sect, or faith. Completely student run with the support and guidance of the College Chaplain, Rev. Charles Scott, this activity brings to the campus outstanding men in the field of Religion to discuss with undergraduates issues involving the relationship of man and God.

The Women's Forum is a particularly unique organization. Its record of community service activities and achievements have made it a campus-town liaison group that all Middlebury people can be proud of.

The dramatic productions of Wig & Pen and Players, which are put on in conjunction with the [*Continued on page 10*]

MIDDLEBURY in the News

Second Annual Parents Day To Be Held On October 19th

AS FALL approaches on the Middlebury campus details of plans are being completed for the Second Annual Middlebury College Parents Day which will be held on Saturday, Oct. 19th.

Last year the first of the College's series of Annual Parents Days received a most enthusiastic reception by the many parents who journey to Vermont from various sections of the country to attend.

The program for Oct. 19th is being arranged to allow parents to meet President Stratton, Dean Thurber, Dean Kelly, members of the Faculty, attend classes—where possible—and witness the football game at Porter Field with Bates College. Prior to the game a special Parents Luncheon will be held in the Memorial Field House. Dr. and Mrs. Stratton will entertain Parents at a reception immediately following the football game.

Sunday, Oct. 20th, will be kept clear of scheduled functions in order that parents and their sons and daughters will have ample time for family visits and trips in the countryside around Middlebury. All parents are invited to attend the Chapel Service at Mead Memorial Chapel at 12:45 A.M. on Sunday.

In view of varying preferences that might exist for room accommodations, it is suggested that all parents attending Parents Day arrange for their own reservations.

Early in September all parents will receive an invitation to Parents Day with a return reservations card listing the various events planned for the weekend so that parents may signify the events which they would like to attend.

$7,975.52 Contributed To Parents Fund

MIDDLEBURY COLLEGE is most grateful for the success of the Parents Fund during the past College Year. Mr. and Mrs. William Upson, co-chairmen, reported that the Fund achieved an all-time high.

This year's Fund totaled $7,975.52 and was made possible by 212 generous parent donors. Last year's Fund included 185 donors whose total contributions amounted to $5,317.50.

In reporting the record total of the Parents Fund to President Stratton, Mr. Upson commented "I wish it could be possible for Mrs. Upson and myself to thank each of the donors personally. We both enjoyed working with them on the Parents Fund and we were greatly impressed with the generous interest they showed all year as manifested by the warm comments that frequently accompanied checks and gifts of securities."

Seventeen per cent of the parents of Middlebury undergraduates participated in the 1957 Alumni Fund. The following list of Parent contributors does not include gifts of parents with Middlebury degrees whose gifts were credited directly to the Alumni Fund.

Parents contributing to the Parents Fund include:

Mr. Otto Albers, Mr. and Mrs. H. S. Andrews, Mr. and Mrs. K. M. Badger, Mr. and Mrs. Walter S. Baird, Mr. and Mrs. Henry P. Baldwin, II, Mr. and Mrs. Clarkson S. Barnes, Mr. and Mrs. Kenneth Bennorth, Mr. and Mrs. Luke L. Benz, Mr. and Mrs. F. E. Benzien, Mr. and Mrs. Leland S. Berkley, Mr. and Mrs. Karl Boger, Mr. and Mrs. R. W. Bowlen, Mr. and Mrs. Henry Brask, Mr. and Mrs. Albert Brengel, Mr. and Mrs. A. J. Brewster, Jr., Mr. and Mrs. Walter H. Brown, Jr., Mr. and Mrs. F. Leonard Bryant, Mr. and Mrs. J. Roth Crabbe, Mr. and Mrs. J. M. Brzezenski, Mr. and Mrs. Carl Budelier, Mr. and Mrs. T. A. Buhl, Mr. and Mrs. H. W. Burch.

Mr. and Mrs. Russell A. Burnham, Mr. and Mrs. W. M. Bush, Mr. and Mrs. J. R. Camp, Mr. and Mrs. Frederick E. Carver, Mr. and Mrs. John M. Case, Mr. and Mrs. Walter Chapman, Mr. and Mrs. Putnam Cilley, Dr. and Mrs. M. M. Cohen, Mr. and Mrs. Leonard

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Calendar of Events

A NOTE OF CAUTION

The following schedules are based on the best information available as this issue goes to press. Athletic schedules are subject to frequent change of time or date. Those planning to attend specific events at Middlebury or out-of-town are urged to confirm details in advance with the host college.

SEPTEMBER

15 Sun. —Freshman Week Begins
19 Thurs.—Classes Begin
27 Fri. —Connecticut Smoker (men only) W. Hartford, Conn.
28 Sat. —Football —Wesleyan (A)
28 Sat. —Soccer —Clark (A)

OCTOBER

4 Fri. —Worcester Alumni-ae Dinner
5 Sat. —Football —W.P.I. (A)
5 Sat. —Soccer —Union (A)
9 Wed. —Soccer —Clarkson (H)
12 Sat. —Football (Homecoming) —Williams (H)
12 Sat. —Soccer —Lowell Tech (A)
13 Sun. —Concert-Lecture Series Pianist—Eugene Istomin
16 Wed. —Soccer —Plattsburgh (A)
19 Sat. —Football (Parents' Day) —Bates (H)
19 Sat. —Soccer —Hillyer (H)
23 Wed. —Soccer —Albany Teachers (H)
26 Sat. —Football —R.P.I. (A)
26 Sat. —Soccer —U.S. Coast Guard (A)
28 Mon. —Chicago Alumni-ae Dinner
29 Tues. —Minneapolis Alumni-ae Dinner
30 Wed. —Milwaukee Alumni-ae Dinner

NOVEMBER

1 Fri. —Columbus Alumni-ae Dinner
2 Sat. —Football —Norwich (A)
3 Sun. —Concert-Lecture Series Trio—Alfred Deller
9 Sat. —Football —Vermont (H)
9 Sat. —Get-together for Alumni in Vermont —Dinner and Dance
17 Sun. —Vesper Service Dr. Charles T. Fritsch
23 Sat. —Military Ball
24 Sun. —Vesper Service Rev. Richard Unsworth
27 Wed. —Thanksgiving Recess Begins at 12 noon Ends—Mon., Dec. 2, 8 A.M.

Teaching In England. . .

Teaching for a year in London, has proved a gratifying experience for Dr. Pardon E. Tillinghast, of the Middlebury faculty who taught in England during the past academic year under the Fulbright Exchange Program.

Dr. Tillinghast made a change from college teaching to a public (private in the United States) secondary school in London where he enjoyed teaching and living.

The major difference he found in the British educational system is the separation of children at an early age according to their ability and the emphasis on

(Continued on page 4)

ON THE COVER

Following Commencement and the awarding of degrees and U. S. Army Reserve Commissions, Jane Ross, '57, Alpine, N. J., pins the bars of Second Lieutenant upon the shoulders of Robert S. Telfer, Jr., Bloomington, Indiana.

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PARENTS FUND . . .

(*Continued from page 3*)

B. Colt, Mr. and Mrs. G. J. Covalt, Mr. and Mrs. John D. Cowan, II, Mr. and Mrs. Harold W. Coward, Mr. and Mrs. Eugene N. Cozzolino, Dr. and Mrs. Henry B. Crawford, Mr. and Mrs. Louis L. Croland, Mr. and Mrs. Francis G. Davenport, Mr. and Mrs. Hal S. Davis, Mr. and Mrs. Theodore W. Day, Mr. and Mrs. George H. Dennis, Mr. and Mrs. George D. Dickey.

Mr. and Mrs. William E. Doelger, Col. and Mrs. Henry W. Dorr, Mr. and Mrs. Raynor S. Duell, Dr. and Mrs. William D. Dugan, Mr. and Mrs. Bruce E. Dwinell, Mr. and Mrs. Harry L. Dwyer, Miss Hazel B. Edgar, Mr. and Mrs. Emerson Wm. Emrich, Mr. and Mrs. Guy English, Professor and Mrs. James Eppes, Mr. and Mrs. John R. Falby, Mr. and Mrs. Jack A. Fraser, Mr. and Mrs. Frank Freer, Jr., Mr. and Mrs. Armand J. Gariepy, Mr. and Mrs. Leo Getzoff, Mr. and Mrs. Arthur Gibb, Mr. and Mrs. Charles B. Gilbert, Mr. and Mrs. Nathaniel Ginsburg, Mr. and Mrs. Gerald B. Godsoe, Mr. and Mrs. Saul Golkin, Mr. and Mrs. Timothy W. Goodrich.

Mrs. Ingrid F. Gordon, Mr. and Mrs. John Grabowski, Dr. and Mrs. Cornell G. Gray, Mr. and Mrs. Hugh S. Greer, Mrs. Violet Groll, Dr. and Mrs. George M. Gura, Mr. and Mrs. Kenneth H. Gurney, Mr. and Mrs. Erich Guthe, Mr. and Mrs. W. P. Gwinn, Mr. and Mrs. Llewellyn Hall, Mr. and Mrs. Reginald S. Hall, Mr. and Mrs. Randolph E. Haller, Mr. and Mrs. Leo B. Hanafee, Mr. and Mrs. Robert J. Hancock, Mr. and Mrs. Victor C. L. Hansen, Dr. and Mrs. Albert Harrison, Mr. and Mrs. C. Foster Harry, Mr. and Mrs. Draper Harvey, Mr. and Mrs. Paul Harwood, Mr. and Mrs. Harry C. Hauck, Mr. and Mrs. Charles J. Haupt, Mr. and Mrs. N. LeVan Haver, The N. Cary Hayward Foundation.

Mr. and Mrs. A. Russell Heaton, Mr. and Mrs. James S. Hill, Mr. and Mrs. Harold T. Holmes, Mr. and Mrs. H. C. Honegger, Mr. and Mrs. George Hooker, Dr. and Mrs. Edward B. Hopkins, Mr. and Mrs. H. R. Horton, Mr. and Mrs. Irvin E. Houck, Mrs. L. T. Howell, Dr. and Mrs. Earl B. Hoyt, Mr. and Mrs. Rudolf Ingold, Mr. and Mrs. E. Helmer Johnson, Mr. and Mrs. Kenneth A. Jones, Mr. and Mrs. Robert V. Jones, Mr. and Mrs. Nicholas Joya, Mr. and Mrs. P. W. Judah, Mr. and Mrs. Albert Katz, Rev. and Mrs. George E. Keith, Mr. and Mrs. Thomas C. Kelley, Mr. and Mrs. Ralph B. Kenney, Mr. and Mrs. Thomas I. Ketcham, Mr. and Mrs. Thornton P. Klaren, Mr. Arthur Knapp, Jr., Mr. and Mrs. Ludwig Koenig, Dr. and Mrs. Isadore Koulack, Dr. and Mrs. B. M. Krugman, Dr. and Mrs. Boris Krynski.

Mr. and Mrs. William L. Kuebler, Mr. and Mrs. George C. Lambros, Mr. and Mrs. Stephen H. Larrabee, Mr. and Mrs. Henry D. Locke, Mr. and Mrs. Spencer Lofquist, Mr. and Mrs. Stanley J. Lonsdale, Mr. and Mrs. Frederick W. P. Lorenzen, Dr. and Mrs. John W. Machen, Mr. and Mrs. Leon H. Machon, Mr. and Mrs. William Macristy, Mr. and Mrs. Edward Mark, Mr. and Mrs. E. H. Marsteller, Mr. and Mrs. Dudley B. Martin, Mr. and Mrs. James F. McDonough, Mr. and Mrs. Joseph M. McDonough, Mr. and Mrs. Edwin McDowell, Mr. and Mrs. A. Maxwell McKenzie.

Mr. and Mrs. John E. W. Meeson, Mrs. Paul Mellon, Mr. and Mrs. Arthur W. Michalske, Mr. and Mrs. C. Phillip Miller, Mr. and Mrs. William H. Miller, Mr. and Mrs. Theodore R. Miner, Mr. and Mrs. Herman C. Morris, Mr. and Mrs. Nicholas Nanasi, Mr. and Mrs. Herbert Nelson, Mr. and Mrs. D. A. Nightingale, Mr. and Mrs. George P. Nisbet, Mr. and Mrs. Ernest L. Olrich, Jr., Mr. and Mrs. Frank O. Osheowitz, Mr. and Mrs. Harry Oster, Dr. and Mrs. David Paine, Mr. and Mrs. Sidney Painter, Dr. and Mrs. Robert S. Palmer, Mr. and Mrs. Alexander D. Parnie, Mr. and Mrs. Paul K. Partee, Mr. and Mrs. Theodore Peirce.

Mr. and Mrs. Hubert L. Perry, Mr. and Mrs. Harold M. Pierce, Mr. and Mrs. Arden C. Post, Mr. Thomas J. Potts, Mr. and Mrs. Thomas S. Quea, Mr. and Mrs. Reinhold Rasche, Mr. and Mrs. Louis W. Raymond, Mr. and Mrs. Stephen H. Reid, Mr. and Mrs. George Rockwood, Mr. and Mrs. Edward Roesler, Jr., Mrs. Dorothy B. Rogers, Mr. and Mrs. Clarence J. Ruzicka, Mr. and Mrs. E. H. Sanders, Capt. and Mrs. James H. Sargent, Jr., Mrs. L. W. Schaefer, Mr. and Mrs. Samuel S. Schain, Mr. and Mrs. Charles A. Schlaufman, Mr. and Mrs. Daniel Schlessinger, Mr. and Mrs. Gus Schwartz, Mr. and Mrs. Robert W. Seamans, Mr. and Mrs. Thomas D. Seeler.

Mrs. Mary V. Simpson, Dr. W. Leslie Smith, Mr. and Mrs. John W. Spaeth, Mr. and Mrs. Herbert Spencer, Dr. and Mrs. Raymond H. Spooner, Mr. and Mrs. Henry L. Stein, Mr. and Mrs. Robert B. Stokke, Mr. and Mrs. Nathaniel Street, Mr. and Mrs. Ralph W. Stanton, Mr. and Mrs. John Sweeney, Mr. and Mrs. Thayer Talcott, Mr. and Mrs. Jack D. Taylor, Mr. and Mrs. William Z. Taylor, Mr. and Mrs. Irving Tessler, Mr. and Mrs. David K. Tuttle, Mr. and Mrs. Harlan E. Tuttle, Mr. and Mrs. Milton Tomash, Mr. and Mrs. Jack T. Turner, Mr. and Mrs. Samuel Urbach, Mr. and Mrs. Richard H. Van Horn, Mr. and Mrs. T. H. Vinke, Mr. and Mrs. Edward H. Warner, Mr. and Mrs. Kenneth R. Webster, Mr. and Mrs. B. Leighton Wellman.

Mr. and Mrs. Mark Werman, Mr. and Mrs. Fred W. Werner, Mr. and Mrs. Frank H. Wetmore, Mr. and Mrs. Robert S. Widen, Mr. and Mrs. Howard C. Wiley, Mr. and Mrs. Edwin R. Wilkinson, Mr. and Mrs. Alden Williams, Mr. and Mrs. B. J. Williams, Mr. and Mrs. Jan Winter, Dr. and Mrs. Frank Wood, Mr. and Mrs. John L. Woodworth, Mr. and Mrs. Stanley C. Woolven, Mr. and Mrs. Gregory G. Wright.

Eight gifts were received after the close of the Parents Fund for the past College Year on June 30, 1957. Gifts from the following parents will be credited to the Parents Fund for the new College Year (thus getting the Fund off to an early start):

Mr. and Mrs. S. C. Lyons, Mr. and Mrs. John H. Kinghorn, Mr. and Mrs. W. F. Geenty, Mr. and Mrs. John L. Myles, Dr. and Mrs. E. B. Vandewater, Mr. and Mrs. Edgar Poske, Mr. Orson L. St. John, Mr. and Mrs. Paul E. Wilson.

New Faculty Members

President Samuel S. Stratton announced recently the appointment of twelve new faculty members. They are: Jurgen Born, Lecturer in German; John M. Cammett, Instructor in Contemporary Civilization; Lincoln F. Daniels, part-time Lecturer in Mathematics; Gordon G. Henderson, Instructor in Political Science; Frederick L. Hetter, Instructor in History; and Lt. Col. William W. Saunders who will replace Lt. Col. Charles W. Adcock, Professor of Military Science and Tactics and in charge of Middlebury's ROTC unit since 1953.

Also: Mlle Edith Lepelley, Instructor in English; Mlle Elizabeth Janny, part-time Assistant in the French Dept.; Alex F. Ricciardelli, Instructor in Sociology-Anthropology; William R. Siddall, Instructor in Geography; and Carmen Zaccagnini, Lecturer in Spanish and Director of Casa Espanola.

TEACHING IN ENGLAND

(*Continued from page 3*)

speeding the progress of the brighter ones. He has reservations about the value of this system, but he feels United States schools could do more to help the brighter students.

Dr. Tillinghast had assumed that British children were better behaved than their American counterparts, he has been surprised to find this is not the case.

He agrees with the observation of another American exchange teacher that Great Britain caters to her top 25 per cent in education and doesn't do enough for the 75 per cent. He says the United States does not do enough for the top 25 per cent.

Dr. Tillinghast's students, all boys at the City of London School, range in age from 12 to 17. He taught history, English and French.

From the age of 12 or 13, the boys are divided into streams graded from A to E. The boys in the top streams get more subjects and move faster. Those in the lower categories seem rebellious and bored and nearly all drop out at 15 or 16, he says.

He says that one of the ablest masters has not used a cane in fifteen years. But he believes the British system is more authoritarian and puts less emphasis on guidance than the American.

Dr. Tillinghast said he had resorted to the cane—a common practice here—with the utmost reluctance after he had concluded it was expected of him.

Cornerstone Laying Ceremony Marks Naming of Stewart Hall

THE cornerstone for Stewart Hall, new men's residence hall, was laid by Dr. Samuel S. Stratton and Mrs. Charles M. Swift in the late spring.

The new dormitory, located on the upper campus next to Hepburn Hall, is named after the Stewart family whose affiliation with Middlebury is almost as long as the complete history of the College. Over the years, eleven members of the family have studied at Middlebury, four have received honorary degrees from Middlebury and five of its members have served as Trustees of Middlebury with a service totaling 183 years.

Mrs. Swift, who represented the Stewart family, is the daughter of John W. Stewart who graduated from Middlebury in 1846 and served as Trustee from 1858 to 1915. He was one of Vermont's great governors and one of the mementos placed in the cornerstone box by Mrs. Swift was a written account of the convention of 1860 which nominated Abraham Lincoln for the Presidency. Governor Stewart was the leader of the Vermont delegation at this convention and his report had great historical significance since it was Vermont that led the New England states in voting for Lincoln.

Mrs. Swift's husband, the late Charles May Swift, was a Trustee of Middlebury from 1918 to 1929. Her uncle, Joseph Battell of the Class of 1860, was a generous supporter of Middlebury during his lifetime and gave to the College the mountain campus at Bread Loaf at which is now located the Snow Bowl and the Bread Loaf campus. Mrs. Swift and her brother, Mr. Philip Stewart of Colorado Springs, Colorado, are the only brother and sister to ever receive honorary degrees from Middlebury.

At the ceremony, the Alumni were represented by Gordon C. Perine '49, who placed in the cornerstone box a copy of the Alumni Fund report and the current issue of THE NEWS LETTER. Dr. Stratton, representing the College, placed in the box a copy of the current College catalogue and Mr. Egbert C. Hadley '10, Chairman of the Board, placed in the cornerstone box Minutes of the Trustees' meeting authorizing the naming of the new building.

The new dormitory will house 152 men in double rooms and contains an apartment suite for a faculty resident. It will have all modern facilities necessary to provide comfortable and pleasant living quarters for students.

Construction is proceeding smoothly with a large share of the native limestone exterior already set and it is expected to be ready for occupancy when College opens in September. It is being financed by a long term Federal Government loan on a self-amortizing basis.

CORNERSTONE CEREMONY for Stewart Hall held May 18th included the sealing-in of a copper box containing college mementos by a representative of the Stewart family, Mrs. Charles M. Swift shown above with Walter E. Brooker, Director of the College's Development Program. Watching, from left to right, are Chaplain Charles P. Scott, Egbert C. Hadley, Trustee Chairman, Gordon C. Perine, Alumni Relations Director, Richard Woodworth, Campus Editor, President Stratton, Frederick Neuberger, Freshman Dean, and Leon S. Gay, Trustee.

with our FACULTY

EDITOR'S NOTE: Professor John G. Bowker, Dean of the Faculty, is on sabbatical leave. This Faculty Page is written by Professor Donald H. Ballou, Chairman of the College's Educational Policy Committee.

WHAT is Educational Policy at Middlebury? Basically "Educational Policy" in a college is the sum total of the offerings of the curriculum together with all the rules and regulations that direct and hedge a student in his selection of courses and the environment in which these courses are presented. In this sense educational policy is made every time a department changes the requirements for its major, the faculty approves of adding or discontinuing a particular course, or the administration secures an additional instructor so that smaller sections may be possible within a certain department. Thus the departments, the faculty as a whole and its various committees, the administration and the trustees all have important roles in shaping the educational policy of a college.

But we are concerned here more specifically with a report on what Middlebury's Educational Policy Committee has been doing these last two years. This Committee was first instituted as a separate standing committee of the faculty shortly after Dr. Stratton became president. Then two years ago, in a move to make the functioning of the faculty more democratic, Dr. Stratton provided that this Committee should be elected. Accordingly, in the fall of 1955 elections were held and ten faculty members chosen for the Committee. They were chosen as individuals and not as representatives of particular segments of the faculty but, as a whole, included good representation of the four divisions. Professors Cook, Cubeta, and Munford were from the Humanities Division, Professor Guarnaccia from the Foreign Language Division, Professors Klein, Reynolds, and Valentine from the Social Science Division, and Professors Ballou, Hitchcock, and Wissler from the Natural Science Division. This current year Professors Andrews, Moyer, and George Wilson, from the Humanities, Natural Science, and Social Science Divisions, respectively, have replaced Professors Klein and Valentine, who are no longer with the College, and Professors Cook and Cubeta, who have been on leave. The Committee has also been reduced to nine, three to be elected annually for terms of three years.

At its first meeting President Stratton charged the new Committee with an over-all review and examination of the Middlebury curriculum. Were we, and the faculty, satisfied with what Middlebury was offering and doing educationally? Were the present courses serving the objectives of the College or could others be introduced or designed that would do this better? Were our freshman, language, and Group requirements fulfilling their function properly and adequately? What about our major requirements, honors programs, general examinations? In other words, were we and the faculty satisfied with our present "Educational Policy" or were there changes that would strengthen the curriculum and further our liberal arts objectives?

This was an assignment of real magnitude. Where should the Committee begin and how should it go about its work? It was immediately apparent that this was not something to be disposed of summarily in a few meetings. Even meeting every week, as it was at once decided to do, such an overall examination would take several years at least, for as faculty members we all had full-time teaching loads and important as was this assignment our teaching was still our primary responsibility.

The first few meetings of the Committee were devoted to a general discussion of how this problem could be attacked. We learned that a number of other institutions had recently made such self-examinations. Several with the help of grants from the Ford Foundation had sent out detailed questionnaires and had published their results and conclusions in extensive reports. Interesting, however, as the statistics might be, the labor of preparing, distributing, and tabulating lengthy questionnaires seemed more than a Committee such as ours could undertake, and the inconclusiveness of the results obtained from those we had seen made us question their worth. After all, we were a small faculty who knew each other well; in our division and faculty meetings we heard our colleagues explain what they were doing in their courses, and in advising our students we were constantly scanning the offerings of the college as a whole. And so it was decided to gather information from students, faculty, or the Registrar's office as it was needed rather than to seek it wholesale.

There still appeared to be two alternative pro-

Members of the College's Educational Policy Committee pose for a picture prior to one of their weekly meetings in the Old Chapel Room. They are, left to right: **Walter A. Moyer, Jr.,** Assistant Professor of Chemistry; **Thomas H. Reynolds,** Assistant Professor of History; **George W. Wilson,** Assistant Professor of Economics; **Samuel Guarnaccia,** Associate Professor of Spanish and Italian; **Donald H. Ballou** (Chairman), Professor of Mathematics; **Howard M. Munford,** Professor of American Literature; **Harold B. Hitchcock,** Professor of Biology; **Benjamin F. Wissler,** Professor of Physics; and, **John T. Andrews,** Associate Professor of Philosophy.

cedures. One was to begin with the abstract, a discussion and definition of the purposes of education in general, these principles then to be applied to the details of the curriculum. The other was to commence with particular problems and from consideration and solution of these evolve a general policy. There seemed to be advantages to both of these approaches. Some of the Committee favored the former, the deductive, others the latter, the inductive. We began by trying both.

A sub-committee composed of Professors Cook and Cubeta was asked to prepare a statement of the general aims and objectives of our Middlebury education. Working from a statement drawn up a few years earlier by this same Committee they presented a provisional definition of purpose that the Committee adopted as a guide for its thinking. This read in part:

A liberal arts education in a democratic society is based upon the concept of the dignity and worth of every individual as a human personality. The ends of such an education and the means employed should in all instances be governed by this concept. Students should be provided with a comprehensive knowledge of our cultural heritage, an awareness of the relation of their special fields to this heritage, an understanding of the physical world in which we live, and an ability to think critically in order to form independent judgments. The capacities and powers of these students in rational thinking, curiosity, imagination, and sensitiveness should be directed toward social responsibility and leadership and also toward a love of learning for its own sake.

At the same time, the most natural place to start an inquiry into the curriculum itself seemed to be the courses and requirements of the freshman year. Thus a sub-committee composed of Professors Munford, Cubeta, Klein, Reynolds, and Wissler began a consideration, in particular, of the required Contemporary Civilization course.

It soon became apparent to most of the Committee that helpful as general principles are we would proceed more effectively from the concrete to the abstract rather than vice-versa. Hence we have continued our consideration of individual problems. First of all, this has meant an extended examination of the freshman year, the aims and purposes of the required courses of C.C. and English and also the objectives of the total program presented to the freshman at the beginning of his college course. It is our general intention to move on from this area into the problems of the upper undergraduate years and thus complete our survey of the curriculum. Meanwhile we have also considered the effectiveness of the Group A,B,C requirements and have worked on two matters referred to us by the Administration Committee, the accumulation of excess "D" credits and the programs of our pre-professional plans.

Out of our lengthy discussions of these particular problems has developed, I believe, in the minds of the Committee members a much more definite awareness of the objectives of our liberal arts education than we had had previously as individual faculty members. We are essentially a conservative faculty and the Committee has not evolved anything strikingly different in the way of purposes or philosophy. But we have become more definitely conscious and appreciative of two fundamental aims of liberal education: breadth and depth of knowledge. We believe a student should have as much of both as can be fitted into his four years and is within his natural aptitudes [*Continued on page 10*]

The Middlebury Doctrine Or: Leaving the Oysters at the Crossroads*

By Eric Johnston

When your President, Dr. Stratton, graciously invited me to speak at your commencement this year, I was both flattered and somewhat troubled. You have—each of you—neared the end of America's full-course blue-plate special of education, sixteen long years of lecturing by your elders from first grade to graduation. And here, at the end of it all, I am brought out and served up as your final educational dessert. This, of course, is highly flattering to me. But it's also a little troubling.

For one thing, I know that you are still a captive audience and will be captive until you get out of town with your diplomas. For another, I know that you are at this moment over-brimming with specific information from the whole vast field of learning. Facing an audience that is both captive and highly informed puts an alarming burden of proof on any speaker.

Before coming here, I cast about for a suitable commencement theme. The two safest themes I could think of were almost inescapable. At least few commencement audiences in my lifetime have escaped them. The first safe theme is that "The World Is Your Oyster." You know how it goes. Your parents have given you a world so bountiful that you can scarcely miss finding the pearls.

The second safe theme is that "You're Now At the Crossroads." You've reached the moment of decision, this commencement talk says, and then rushes you pell-mell down a series of trails, turnpikes, detours and superhighways—and leaves you exhausted and still at the crossroads at the end of the oratorical trip.

I decided against both of these themes—I decided to leave the oysters at the crossroads for some other commencement—because I came across a far better idea in one of Middlebury's own publications. It's a brief statement of what Middlebury sets out to accomplish and why. I think it is worth reading and talking about on this commencement afternoon. The statement says:

"Middlebury is a liberal arts college which aims to prepare students for living as well as for a livelihood. It has no technical, professional, or industrial schools, and does not encourage the enrollment of students who are interested solely in vocational education. Middlebury believes that the lawyer who knows nothing but the law, the technician whose concern is only with his special skills, and the businessman who is unmindful of larger economic and social issues, are perhaps prepared for earning a good living but are not necessarily prepared for leading a full life . . ."

This statement, I believe, sets forth magnificently the purpose of education and the purpose of the educated man in our world today. What it says and says clearly is that education should prepare for *living*, not merely *livelihood*—that it should provide *knowledge*, not merely *know-how*.

With this doctrine, Middlebury offers a good bit more than a pleasant platitude, appropriate for academic discussion and suitable for framing. The Middlebury Doctrine—which is the doctrine of true education—presents a vital lesson for all Americans.

Why is true education—the Middlebury Doctrine—so important to us today? Education has always been our chief rudder of society, our delicate stabilizer in stormy seas. At all times, society depends on education for its bearings. In times of great stress and change, society's dependence is very great.

Now every graduating class from the first disciples of Socrates believed that it grew up in times of change and challenge. But your generation, I submit, has grown up in an era distinguished by change itself—economic, social and political change.

And in all this panoply of change, the greatest for us was the sudden thrusting of world leadership—unsought and also unavoidable—upon the United States.

If ever a nation needed a Middlebury Doctrine, it is now—in our own time . . . in our own country. For education that is truly outgoing, that liberates men for living and communicating in a changing world, is the only channel through which we can find new ways and new ideas to meet the new conditions required of our leadership. Because our future as a nation rests on liberated men, on our quality for leadership, we must guard against any tendency that restricts and limits and makes men hidebound.

I would like to mention one such tendency this afternoon—the tendency to over-concentrate and over-worry about the specialized mind.

*Commencement Address by Mr. Johnston, President, Motion Picture Association of America, at Middlebury College, Middlebury, Vermont on Monday afternoon, June 10, 1957.

The specialist, of course, is needed in our complex, technological society. It is true that we need skilled engineers to build jet planes, nuclear power plants, automatic factories. We need trained men in industry, in trade, in all the sciences.

The Soviet Union, we're told repeatedly, is at this moment getting ahead of us. The Soviet Union, we're told, is producing engineers by the gross lot and if we don't redouble our efforts overnight, our goose will be thoroughly cooked—if not burned to a crisp.

Maybe so, but I doubt it. I, for one, submit that it is foolhardy to use Soviet education to club American education over the head. The Soviets have created a system of education for specialists—each student shaped for a pre-shaped destiny. But the destination of Soviet education, insofar as the Kremlin can control it, is still intellectual slavery. The Kremlin's great concern is how to regiment young minds to eliminate non-conformity, how to stimulate young minds just so far—to build a nuclear reactor, say, but not to explode and atomize a tyranny.

For us, therefore, isn't it high time to recognize and honor the greatest product of education—the free-roving, the curious, the liberated mind? Isn't it high time to discard such labels as "egghead" for the intellectual; "offbeat" for the individual; "trouble-maker" for the maverick? Isn't it high time to recognize the *generalist*—as well as the *specialist*—as absolutely vital to our society?

Today, as never before, we require men and women of knowledge and broad talents to blend the specialties of learning, to orchestrate the technical skills of our society. We need them in government, in world affairs, in trade, in business. We need the leaders . . . the conductors . . . as well as the oboe players of democracy.

And we need them especially to advance our major task—the task of understanding and communicating with other peoples on our increasingly close-knit globe. We need better communication between peoples to clear through the thorny underbrush of shibboleths and stereotypes, to penetrate and understand cultures, religions, traditions and languages different from our own.

Among the great instruments for mutual understanding today are the mass communications media—among them the press, broadcasting, motion pictures. At first, I had some reluctance about including my own industry—motion pictures—in your commencement talk. I felt you might consider me unduly immodest. And then I came across a program from another Middlebury commencement—back in 1802, two years after your school was founded. The choice item on that program—following a Greek oration, a Latin oration and a handful of colloquys—was this topic: "Are Theaters Beneficial?" I imagine that this question was decided in the affirmative—or you wouldn't have invited me here today.

Now Hollywood and the motion pictures have a tradition too, although nowhere nearly as long as Middlebury's .This year marks Hollywood's Golden Anniversary. In the fifty years since 1907, Hollywood has probably done some foolish things, perhaps some unnecessary things, maybe some things as excessive as our industry's own adjectives. But Hollywood has also done some really magnificent things and I would like to tell you this afternoon about Hollywood's role as a communicator for America both at home and abroad.

Frankly, there has been no other man-made device to equal it—from Gutenberg's movable type up to, and including, Dr. Zworykin's television tube. Hollywood, moreover, didn't set out to communicate with a capital C—it merely wished to entertain. It didn't plan to advance and advertise America's productivity, or culture, or even our democratic way of life. But it did so and it still does so as an unintended by-product of its intended mission of entertainment.

Hollywood has communicated—and educated—in two principal areas:—first, as a stimulator of mass production—the assembly line . . . and, second, as the tireless agent of the democratic ideal throughout the world.

In Hollywood's half century the industrial revolution fulfilled its golden promise in the United States. In these fifty years, we created a great interdependent economy with jobs and incomes enabling all men to share in society's own tangible wealth—the products and services that man himself can produce.

It was this accomplishment of our people's capitalism which Karl Marx—of the non-Hollywood Marxes—failed to prophesy or comprehend. It was this accomplishment which today so perplexes the rigid followers of Karl Marx, who have little to offer or share but mass oppression, mass poverty and mass discontent. For America's great economic strength was founded on two "masses" which the unfunny Marx never really understood—*mass production* based upon, energized by, and successful in meeting *mass demand*.

Now what did Hollywood [*Continued on page* 10]

CAMPUS COMMENTATOR

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drama department and usually have a faculty director, give similar indication of student ability. The new Theatre, when finished, will serve as both reward and morale booster to this area of endeavor.

These are activities which have been consistently outstanding. There are also individuals who have "done us proud." Every year Middlebury seniors receive an array of awards and scholarships, and our class of 1957 is no exception. A few names and facts will serve to indicate the caliber of students at Middlebury.

Dann Sargent has what is probably the outstanding award, a Rhodes Scholarship for two years of graduate study at Oxford. A Fulbright Scholarship has been granted to **Norman Ingham,** who will study Russian and Russian history at the Free University of Berlin next year. **Jon Shirley** has won a scholarship in physics at California Institute of Technology.

The Middlebury College Honor Scholarship to the University of Chicago was won by **Donald Sanders** and additional University scholarship has been given to **Richard Brenner.** Both men will study in the School of Business Administration. **Donald Small** has been awarded a teaching assistantship in mathematics at the University of Kansas.

Seven Middlebury students passed the written half of the foreign service examination last fall. Three are men and four women. The men are **James Donahue, Edward Regan** and **Herbert Weiboldt,** and the women are **Sandra Nelson, Carlotta Paetow, Joanne Sargent,** and **Janet von Wettburg** ('58). Miss Nelson has also received a scholarship to the Fletcher School of Law and Diplomacy, and Miss Sargent an anonymous fellowship to the Yale University Graduate School of English.

Also on the distaff side, **Karen Dooley** and **Jane Ross** have been admitted to the Harvard-Radcliffe program of Business Administration and **Sabra Harwood** is entered in the new two-year Master of Arts program at Wesleyan University. **Mary Ullmann** has a teaching fellowship in Spanish at Northwestern University, and **Suzanne Lehmann** has a research assistantship and tuition scholarship to the University of Rochester.

These are the people we are proud of, and they are part of the reason we like Middlebury. We also like the many others who are bridge partners, or classmates, or friendly faces. People really make a college, and it is the people we will remember.

WITH OUR FACULTY

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and desires. The breadth is the "General Education" part of his college experience. Its foundation is in the required freshman courses, C.C. and English, and it is furthered by the foreign language and the Group A,B,C requirements. These requirements we have reviewed and at the present consider that they are fulfilling their function adequately. The depth is provided by the departmental major and the general examination. Intellectual maturity is one of the most important aims of any liberal education and we believe that the intellectual maturing of a student is furthered by extended study in a field of his own choosing. The general examination then ties this study together and brings the whole field into perspective as the student finishes his college course. In this way more is demanded of the senior in the way of comprehension and synthesis than is asked of the freshman and maturity is developed.

For the same reasons we feel that more should be asked of the freshman than has been expected of him in secondary school. Therefore, as the Committee turned its attention to the program of the freshman year we wished to determine what might be done at this level to promote and stimulate the intellectual development of the student and to challenge him beyond his previous academic experience. The required courses are the backbone of the freshman year and of these the C.C. course came first to our attention. As the Alumni so well know, the course which Professor Heinrichs gave over the last two decades was an enriching and enlightening experience. Professor Heinrich's own personal contacts and experience contributed greatly to the depth and impact of his lectures. However, the course began as and has always been primarily a survey course. Such courses serve many useful purposes but the Committee felt that a change of emphasis to individual problems and to the ideas behind events would provide greater depth and would furnish a rigorous intellectual experience. After many conferences and with the cooperation of the C.C. department, it was recommended to the faculty that the material in the course be organized around selected root aspects of contemporary civilization. Following the adoption of these recommendations, Professor Hoag has been developing a course on this principle and has been organizing the material around the concepts of the state, the individual in the state, and the state in the world community. The reports this year are that the freshmen have reacted very favorably to this contact with ideas and to the opportunity to discuss these ideas in small sections.

Other aspects of the freshman year have also been discussed at length and further recommendations will probably be made to the faculty in the fall. Meanwhile, as mentioned above, problems of the accumulation of excess "D" credits and of the programs and operation of our pre-professional plans have been considered, recommendations have been made to the faculty, and changes in our regulations adopted.

Thus through work on particular problems the Committee has been surveying the total educational experience at Middlebury and clarifying the general objectives which underly it. "Educational Policy" is both general and specific. But only as particular situations illustrate abstract principles do these principles lose their generality and become effective. Middlebury, through its administration, faculty, and Educational Policy Committee, is continually striving to implement its objectives more effectively. The Alumni, as former students, have been exposed to our strengths and weaknesses in the past. If out of this experience you have ideas that might be of help to us in our continuing self-examination, won't you let us know? As graduates of Middlebury you are the final judges as to whether our program and offerings provide that challenge and contribute to that intellectual maturity that we believe are the foundation and strength of a liberal education.

THE MIDDLEBURY DOCTRINE

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have to do with all this? It performed a basic function. It stimulated mass demand. Reflecting America, the motion pic-

ture from the very beginning suggested and displayed new styles, new devices, new ways of living. It created demands for sewing machines, refrigerators, rumble seats, the pop-up toaster—the list is endless.

The films of Hollywood—and today the films of all nations—are vital communicators and stimulators in the world market place—for invention, production and trade. They are the world's bright show windows for the world's crafts and products.

Sometimes, it is true, our films are accused of stirring too many demands in too many places, of fostering, if not inventing, materialism. To my mind, there is nothing wrong with stirring up demands in the world—and showing that productivity can meet them. And if Hollywood has done that, aren't we still on the side of the angels?

I think so and so does that salty, articulate angel from Britain, Professor Dennis Brogan of Cambridge. To his own countrymen, he said:

"If the movies make the British housewife demand revolutionary changes in kitchen and house-planning, I'm all for it. The American film shows a society full of energy, faith, industry and hope.

"Well," the professor demanded, "what's wrong with that?"

Wrong with it? Surely it is a prodigious accomplishment of the Hollywood film that it has contributed to such a very large degree in these fifty years to the momentum and speed of American mass production . . . the American assembly line.

Now, as my second point, I'd like to mention Hollywood's even greater role . . . its intangible role . . . as an agent for democracy, for the worth and dignity of man throughout the world. Why has Hollywood succeeded in this role? What, in fact, are the concepts Hollywood has conveyed to the world through its motion pictures by reflecting—sometimes dimly but far more often magnificently—the life and the living in our country? I think they are these three:

Hollywood reflects the concept that man is an individual, not a mass.

Hollywood reflects the concept that man can be and is meant to be free.

Hollywood reflects the concept that man can remake his society as he wishes it to be.

To many of us, these concepts may seem old and dated. They have been part of our national fabric for almost two centuries, so long that we scarcely notice them any more. But elsewhere in the world, they are neither dated nor commonplace. In Africa, in Asia, in many parts of the globe, they are as fresh and exciting and challenging as they were to our forefathers back in the 18th century.

During the past dozen years, I've been a privileged eyewitness to Hollywood's ability to reflect America. I've seen our movies in Damascus and Hongkong and Bombay. I've watched them with tribesmen in the Belgian Congo who'd never seen a movie before. I've seen them with Bushmen sitting cross-legged on the floor in a thatched hut in Australia. I've seen them in Japan, in the Philippines and in Soviet Russia and the Satellites. From these experiences I'd like to recall two incidents.

A few months ago I had breakfast in Manila with President Magsaysay, the late great leader of the Philippines. We'd been having difficulty negotiating currency exchanges with his government and I observed that we might have to withdraw our films. "Oh, no!" the President told me. "We'd have a revolution here if you stopped your films. And besides, my wife would never stand for it!"

I remember another evening on a mountain top near Djakarta, Indonesia, where our motion picture representative lives. Each Saturday night he puts up a bedsheet on his front lawn as a movie screen and invites the whole countryside to attend an American film.

I watched the audience arrive at sundown, the women walking up the mountain with their babies on their shoulders, the workers from the nearby tea estates, the soldiers from the local garrison. The movie that night was a rather antique Western without subtitles and I doubted that the audience could make head or tail of it. But they cheered and responded in the right places and, afterward, a local priest came up to me.

"Americans believe as we do," he told me through an interpreter. "How do you mean?" I asked him. "Well," he said, "our religion tells us that good men prosper and evil men don't. From your fine movie, we see that you Americans believe this too!"

Our motion pictures are one means by which America today reflects—and communicates—our hopes and our beliefs to the world. Our films have shown that man can telescope his traditional slow growth from feudalism to free society. They have shown the new nations of the world, now engaged in a titanic struggle for economic freedom, that there is a basis for hope—a basis for energy, industry and faith. Surely this is another prodigious accomplishment.

I have spoken of the motion picture to illustrate the role of people-to-people communication in today's world. But this is not a role to be left to any one agency, to any one group. This is a job for all Americans. It is especially the job for the graduates this June of all our schools and colleges and universities. It is the job for young, fresh, bold, audacious minds.

For many of you, this afternoon will mark the end of your *formal* education. But it should not mark the end of your education.

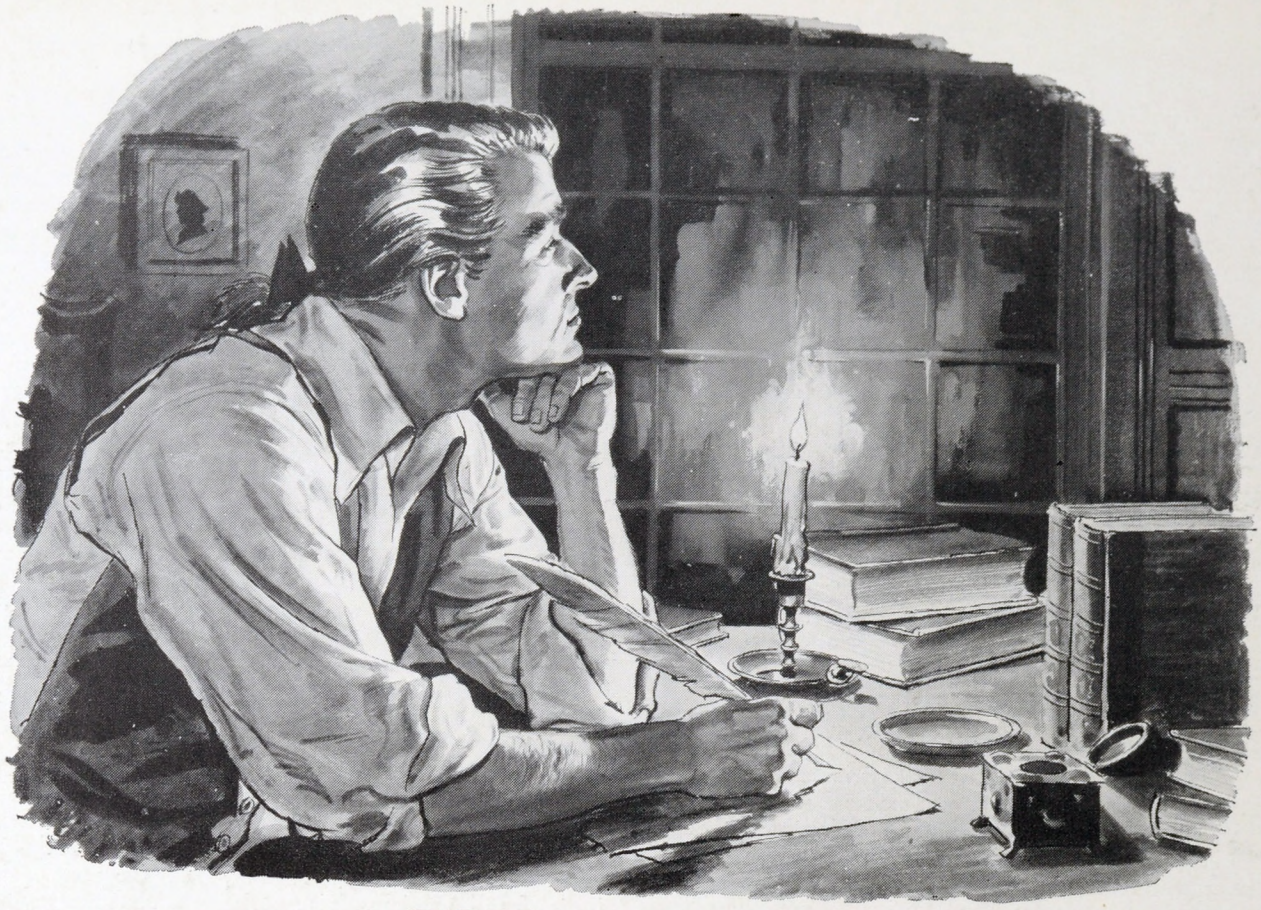
It is up to you. It will be the end of your education if you develop contempt for ideas and for ideals. Then you will stagnate. But if the Middlebury Doctrine remains with you—the concept that education is the way to living and knowledge—this day will truly be your commencement . . . a new beginning to your growth and development. If you remain hospitable to ideas and to ideals, your education itself will never end.

I have no doubt of your choice. As graduates of Middlebury College, you will, I am sure, meet this changing world with free and open and exploring minds. And as you do so, our country and our age will be known not for the battles we have fought, but for the achievements that have emerged from the classroom and the lecture hall. Then will our civilization come to its finest flower.

Parents Fund Memorials

Parents wishing to make memorial gifts in the name of deceased relative or friend may do so through the Parents Fund.

Memorial gifts of this nature are added to the Alumni Endowment of the Middlebury Alumni Fund. The income produced by the gift each year will be credited to the Alumni Fund. Each year, the person in whose memory gifts were made, will be listed with contributors to the Parents Fund. Memorial gifts should be sent to: *Chairman, Parents Fund, Old Chapel, Middlebury College, Middlebury, Vermont.*



Where Do Great Ideas Come From?

From its beginnings this nation has been guided by great ideas.

The men who hammered out the Constitution and the Bill of Rights were thinkers—men of vision—the best educated men of their day. And every major advance in our civilization since that time has come from minds *equipped by education* to create great ideas and put them into action.

So, at the very core of our progress is the college classroom. It is there that the imagination of young men and women gains the intellectual discipline that turns it to useful thinking. It is there that the great ideas of the future will be born.

That is why the present tasks of our colleges and universities are of vital concern to *every* American. These institutions are doing their utmost to raise their teaching standards, to meet the steadily rising pressure for enrollment, and provide the healthy educational climate in which great ideas may flourish.

They need the help of all who love freedom, all who hope for continued progress in science, in statesmanship, in the better things of life. And they need it *now!*

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